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ABSTRACT

Intended for the developmental practitioner, this report examines literature produced by the Career Planning Support System dealing with career guidance in four major areas: minority youth; women; transition from school to work; and program planning and evaluation. The area of minority youth includes a review of literature on: educational and occupational choice and the effect on achievement; research on the role of significant other influence in the education and occupational choices of black and white urban youth; research in the same area concentrating on females; and a handbook on sources of influence on career decision making. Regarding career development of women, one publication reports the findings of a study that applied two career pattern systems for women to data available on a national sample. Another discusses the representation of careers for women in career guidance materials. Also, a parent handbook is reviewed that examines career implications of sex stereotyping. An instructional unit concerning the transition from school to work is described in detail including titles and prices of instructional packages. A complete set of materials for guidance program planning and evaluation is presented along with prices for the set and single copy prices. This set contains booklets, handout material masters, a filmstrip, and a cassette tape. (CT)

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FINAL REPORT

CAREER PLANNING SUPPORT SYSTEM PROGRAM (CPSS)

October 28, 1977

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Problem

The Career Planning Support System Program (CPSS) was founded on a number of cornerstone activities as a result of The Center for Vocational Education's long-term commitment toward the improvement of career guidance nationally. During its first year, 1966, The Center sponsored a national interdisciplinary conference to assess the status of guidance and to stimulate its positive growth.

One of the major outcomes of the conference was to provide momentum and direction to key state and national leaders to initiate long-range plans to improve the effectiveness of guidance. The conference also demonstrated the need for a national survey of guidance to empirically document program weaknesses. That survey, which was completed in 1968 by The Center, confirmed many national observations concerning weaknesses in

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guidance programs, such as the lack of a systematic delivery model, strategies for assisting students in their transition from school to work, unique guidance tools for special groups, new instruments for assessing career development, and program evaluation procedures.

Subsequent national assessments of career guidance reconfirmed The Center's findings and led to the development of CPSS. In essence, CPSS can assist schools in upgrading their guidance programs by outlining, in considerable detail, the logical procedures needed to build a systematic career guidance program. Additionally, CPSS offers special materials to help with student needs, including problems encountered during the transition from school to work. CPSS is relatively inexpensive, procedurally feasible, and flexible enough for most of the nation's high schools to use.

Program Development Strategy

The construction of the Career Planning Support System has proceeded with the progressive contribution of four parallel strands of research and development. Each strand was identified as a critical career guidance need as indicated in the foregoing problem statement and is further refined as follows. Together, they represent a comprehensive program model for career guidance. The four respective strands dealt with, (a) career development for minority youth, (b) career development for women, (c) the transition from school to work, and (d) guidance program planning and evaluation. For each strand, efforts have moved from research-based knowledge products to developmental-practitioner products. For example, in the career development for women strand, two national studies of the career behavior and career guidance of women served as antecedent knowledge

products for the development of the practitioner product, Sugar and Spice is Not the Answer: A Parent Handbook on the Career Implications of Sex Stereotyping. In addition, the other three strands (minority youth, women, and the transition from school to work) provided research information and practitioner products for the design of the key elements of the comprehensive program model. Each of the products is described in the following section.

CPSS Products By Research and Development Strand

CAREER DEVELOPMENT FOR MINORITY YOUTH

Significant Other Influence, Career Choice and Achievement: Selective Theoretical and Conceptual Approaches, by J. Steven Picou, Evans W. Curry, and H. Lawrence Hotchkiss. (RD 111, price to be determined)*

This literature review begins with a summary of psychological and sociological research showing the parallel development of the concept of aspiration and choice. It then reviews theoretical and empirical literature on educational and occupational choice, showing the effect of these variables on achievement. Next, it documents the role of significant other influence on these choices. Finally, it offers suggestions for applied research and a "life-cycle" taxonomy that points out issues to be considered in future basic research. This document is intended for professionals doing research in the area of career choice and attainment.

*RD 111 is The Center for Vocational Education publication code. RD represents the Research and Development publication series.

Significant Other Influence and Career Decisions: Volume I, Black and White Male Urban Youth, by Evans W. Curry, J. Steven Picou, H. Lawrence Hotchkiss, Shirley Scritchfield, and John Stahura. (RD 107, price to be determined)

This research is based on a balanced sample of 250 Black and White male high school sophomores drawn from twelve schools in a large midwestern city. The research is directed toward verifying and elaborating prior findings on the role of significant other influence in the educational and occupational choices of youth. Briefly, the findings suggest that: (1) the expectations of significant others obtained from significant others are a stronger predictor of choice than is educational encouragement of significant others as perceived by students; (2) significant others' expectations are more strongly related to choice than socioeconomic status, grade point average, or measured IQ; (3) parents' expectations are among the strongest predictors of choice; (4) non-parental expectations are more important to choices of Black males than to choices of White males; and (5) school personnel are identified infrequently as significant others. This document is intended for professionals doing research in the area of career choice and attainment.

Significant Other Influence and Career Decisions: Volume II, Black and White Female Urban Youth, by Evans W. Curry, H. Lawrence Hotchkiss, J. Steven Picou, John M. Stahura, Shirley Scritchfield, and Jerome Salomone. (Price to be determined)

This research is based on a balanced sample of 254 Black and White female sophomores drawn from fourteen schools in a large midwestern city.

The research focuses on the questions of the applicability of the "Wisconsin Model" of status attainment and the role of home versus career orientation on the educational and occupational choices of these females. Briefly, the findings suggest that: (1) the "traditional" status attainment model is not an adequate description of the process by which females form their choices; (2) home versus career orientation contributes little to the explanation of female career choices; (3) parents' expectations are stronger predictors of the educational and occupational choices and the home-career orientations of females than are socioeconomic status, grade point average, or measured IQ. This document is intended for professionals doing research in the area of career choice and attainment.

Involving Significant Others in Career Planning: A Counselor's Handbook, by Carolyn M. Burkhardt, Sandra R. Orletsky, Cheryl Meredith Lowry, H. Lawrence Hotchkiss, and Robert E. Campbell. (RD 128, $3.25)

The handbook on sources of influence on career decision-making provides a review and synthesis of current knowledge regarding the role significant others (influentials on individuals' career decisions) play and who significant others are. Since this handbook focuses on empirical findings from research, the limitations of research and, consequently, the utility of the information is also documented.

Such information is intended to stimulate counselors and educators to consider alternative means of delivering career guidance with information concerning potentially effective means of such information transmittal, specifically, the use of significant others. Much research has been ac-

complished that documents the role of significant others but this information has not yet been made available to practitioners in a single, readily comprehensible document. This handbook is intended to provide such a document.

The handbook does not prescribe specific guidance strategies. It does provide information that may serve as guidelines in developing alternative strategies by individual schools. Another function of the handbook is to sensitize counselors and educators to the fact that the individual makes career decisions within a "sphere of influence" from individuals within the community and to identify for practitioners who those individuals are.

CAREER DEVELOPMENT FOR WOMEN

Career Patterns of a National Sample of Women, by Louise Vetter and David W. Stockburger. Re-issue, 1977
(RD 95, $6.00)

This publication reports the findings of a study that applied two career pattern systems for women to data available on a national sample of 4,996 women. Other career development variables such as education, attitudes toward work, and number of children were studied in relationship to the career patterns. A career pattern system was developed based on the milestones of leaving school, marriage, and the acquisition of the first child, with the intensity of work between these milestones in terms of the percentage of time spent in the labor force being taken into account. A second set of career patterns was based on the system proposed by Super in 1957. Both career pattern systems were analyzed separately for black and white women.

Career Guidance Materials: Implications for Women's Career Development, by Louise Vetter, David W. Stockburger, and Christine Brose. (RD 97, $6.00)

This publication reports the findings of an assessment of the representation of careers for women in career guidance materials. Most of the materials were found to be stereotyped to some extent. Men were shown in illustrations and mentioned in the text in greater numbers than women. Specific recommendations are given to lessen the amount of sex-role stereotyping in career guidance materials.

Exploring career alternatives, making career choices, and developing essential competencies is a difficult, complex, life-long process. That process can be made more difficult for certain groups of people when information is misleading, unavailable, or slanted toward other groups. The findings should be of interest to researchers, educators, and guidance personnel in selecting and developing educational and guidance experiences for women.

Sugar and Spice Is Not the Answer: A Parent Handbook on the Career Implications of Sex Stereotyping, by Louise Vetter, Cheryl Meredith Lowry, and Carolyn Burkhardt. (RD 129, price to be determined)

This parent handbook will provide a resource for parents (of high school students, or children who will be high school students) and people who intend to become parents. Research has shown that parents are very influential in the development of the career aspirations of their children. The handbook covers the following topics: probability that children (both

sons and daughters) will work, status of women in the work world -- past, present, and future, importance of parents as "significant others," socialization and school practices that can lead to sex bias and stereotyping, activities for further involvement in the topic area, and an annotated bibliography that includes mass market paperbacks, and the prices and addresses of publishers.

The handbook is intended for self-instructional use by parents as individuals, as a mother-father pair, or with their children. In addition, the handbook may be used as the basis for group discussions. The extent to which the users involve themselves in the suggested activities is expected to vary widely; however, it is the intent of the handbook to provide activities that parents can use to counteract the effects of sex bias and stereotyping on the career interests and opportunities of their children, to make clear to parents that public schools are obligated to maximize opportunities of all children to benefit from the full range of school programs, and to acquaint parents and students with their rights to equal educational and employment opportunity.

THE TRANSITION FROM SCHOOL TO WORK

Coping in the World of Work: Practice in Problem Solving, by Robert E. Campbell, George A. Wynn, and Robert M. Ransom. (RD 120, $98.00)

This instructional unit has been designed to meet the deficit in viable techniques available to help students acquire coping skills that will facilitate their transition from school to work. The field-tested unit is

designed to (1) acquaint students with the range of work entry and job adjustment problems they will encounter in making the transition from school to work, (2) familiarize students with a five-step problem solving process, (3) apply the problem-solving process to real-life simulated practice problems, and (4) help students apply the problem solving process to real problems outside the classroom. The unit evolved from specific behavioral objectives and involves each student in a variety of structured group experiences, such as role-playing, sociodramas, brainstorming exercises, and the like, to aid them in discovering their own, individual courses of action in solving simulated problems.

The five-step problem solving process involves (1) diagnosing the problem, (2) generating alternative solutions, (3) evaluating the solutions, (4) choosing a solution, and (5) validating (testing) the solution.

The instruction is especially targeted to those who plan to work either full or part-time, and is particularly applicable to:

* Eleventh and twelfth grade high school students
* Community college students
* Students in technical schools
* College students
* Employees in actual work settings
* Residents of correctional institutions who are preparing to be released
* Workers who are undergoing rehabilitation in sheltered workshops

The unit does not require special training for the teacher and can be taught by a variety of instructors, such as counselors, regular classroom teachers, personnel administrators, job placement specialists, parapfofes-sionals, and job supervisors.

Different time patterns can be used for teaching the unit, depending upon the instructional needs and circumstances. Although it is designed to be used in eleven class periods of 40-45 minutes per day, it can be expanded from the recommended two weeks with the use of supplementary materials. It also can be compressed into two full days or three half-days.

The instructional package includes the following materials:

Series	Title	Price
RD 120	"Coping in the World of Work: Practice in Problem Solving" Classroom Set 1 Instructor's Handbook 30 Student Guides Handout/Transparency Masters Filmstrip/Cassette Programs -Problems on the Job -Work Entry and Job Adjustment Problems	$98.00 (Complete set)
		Individual Components "Coping in the World of Work: Practice in Problem Solving
RD 120A	Coping in the World of Work Instructor's Handbook	$12.50
RD 120B	Coping in the World of Work Student Guide	$ 3.80
RD 120C	Coping in the World of Work Handout/Transparency Masters	$ 5.50

Series	Title	Price
RD 120D	Coping in the World of Work Filmstrip/Cassette Programs -Problems on the Job -Work Entry and Job Adjustment Problems	$13.00

GUIDANCE PROGRAM PLANNING AND EVALUATION

The procedural core of the Career Planning Support System is a comprehensive management system that directs high school personnel in upgrading their career guidance program. When used as intended, school personnel are able to identify student needs, derive realistic program goals from those needs, construct behavioral objectives based on goals and resources, implement guidance or instructional activities to achieve selected objectives, and continuously evaluate program effectiveness. The ultimate goal is to aid all students in developing the skills they need to pursue a purposeful career.

Once a school decides to use the procedural core of CPSS, one person, usually a guidance specialist, is selected to direct the activities. Since this is a management product, the activities are viewed as an integral part of delivering guidance services rather than a temporary, extra duty. Faculty, students, and community members are called on to participate on several committees for varying amounts of time. All training and procedural activities are clearly explained step-by-step in the printed and audiovisual materials comprising CPSS's core. This is a self-installable product, but assistance is available from the developers.

The entire procedural system of CPSS has gone through extensive field trials. It is truly a product built by and for school people. Nearly 50 schools and 16 state departments participated between 1971 and 1976 in building, testing, and revising the product.

The complete set of materials includes multiple copies of booklets intended for the various committees and their members. Also, there is a package of camera-ready forms which contain master copies of surveys and other handout materials that a school must duplicate according to its population. The full set, denoted as RD 119, costs $80.00. Its elements with single copy prices indicated are as follows:

Coordinator's Training Guide, by P. Shaltry and R.J. Kester. (RD 119A, $4.40)

Coordinator's Handbook, by C.M. Lowry, R.P. Coatney, P. Shaltry, M. Amesquita, and A. Tso. (RD 119B, $6.25)

Camera-Ready Forms (RD 119BM, $7.40)

Advisory Committee Handbook, by P. Shaltry. (RD 119C, $1.75) Complete set includes 10 copies.

Assessing Resources, by C.M. Burkhardt, R.P. Coatney, and C.M. Lowry. (RD 119D, $4.50)

Assessing Needs: Surveying, by M. Amesquita, R.P. Coatney, and C.M. Lowry. (RD 119E, $1.90) Complete set includes 5 copies.

Assessing Needs: Tabulation, by R.P. Coatney, C.M. Lowry, and A. Tso (RD 119F, $3.80) Complete set includes 5 copies.

Analyzing Methods, by C.M. Burkhardt, R.P. Coatney, and C.M. Lowry. (RD 119G, $1.75)

Manual for Writing Behavioral Objectives, by K. Adams, W. Suzuki, C.M. Lowry. (RD 119H, $3.25)

Writing Behavioral Objectives, by K. Adams, W. Suzuki, and C.M. Lowry (RD 119I, $1.75)

Producing CDUs, by C.M. Burkhardt, P. Shaltry, and C.M. Lowry. (RD 119J, $1.90) Complete set includes 10 copies.

Filmstrip/Audio Tape Presentations (filmstrip/cassette tape), by P. Shaltry, C.M. Lowry, J. Heages, D. Krivicich, T. Newcome, and P.M. Hogan. (RD 119K, $15.00)

AV-1: "An Orientation to CPSS"
AV-2: "Shaping Program Goals"
AV-3: "Behavioral Objectives"
AV-4: "Producing CDUs"

Any of the above materials may be purchased by contacting:

CVE Publications
The Ohio State University
1960 Kenny Road
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